

DOCUMENT RESUME

ED 236 453

CG 017 003

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 TITLE Level I Human Relations Skills for the Occupational Specialist Working with Groups. Competency-Based Modular Series.
 INSTITUTION Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
 SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
 PUB DATE Feb 82
 NOTE 53p.; For related documents, see CG 017 004-008.
 PUB TYPE Guides - Non-Classroom Use (055)
 EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS *Communication Skills; Competency Based Education; *Counseling Techniques; *Counselor Training; Group Counseling; Human Relations; Inservice Education; Learning Activities; Learning Modules; Programed Instructional Materials; School Counselors: Self Disclosure (Individuals); *Sensitivity Training; *Skill Development; Units of Study
 IDENTIFIERS *Occupational Specialists

ABSTRACT

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist better understand how to use basic human relations skills with students and others. Other modules in this set of three are Human Relations Skills in Individual Interactions for the Occupational Specialist, and Level II Human Relations Skills for the Occupational Specialist Working with Groups. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 10 enabling elements or lessons. The enabling elements deal with communication skills, attending behavior, reflective behavior, interpretive behavior, negotiation, confrontation, self-disclosure, expression and ownership of feelings and thoughts, and ethical guidelines for human relations training. Each lesson includes a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

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Level I Human Relations Skills for the Occupational Specialist Working with Groups

COMPETENCY-BASED MODULAR SERIES

E. Thomas Dowd
Joyce M. Chick, Editor

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February, 1982

Sponsored and published by:
Florida Department of Education
Ralph D. Turlington, Commissioner of Education

Produced by:
The Center for Studies in Vocational Education
Florida State University

For further information, contact:
Dissemination and Diffusion Section
Bureau of Research, Dissemination, and Evaluation
Division of Vocational Education
Knott Building
Tallahassee, FL 32301

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This public document was promulgated at a cost of \$1,662.38, or \$1.85 per copy, to provide instructional materials in human relations skills for occupational specialists.

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Level I Human Relations Skills for the Occupational Specialist
Working with Groups

Prepared by:
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A C K N O W L E D G M E N T S

The Division of Vocational Education would like to thank Joyce M. Chick, of Florida State University, who directed this project, and E. Thomas Dowd, also of Florida State University, who prepared the materials for this module.

Thanks are also due to Hattie Kaufman, editor, and John Matlock, visual designer, both of The Center for Studies in Vocational Education, Florida State University, for their contributions.

P R E F A C E

**Competency-based Modular Series on Human
Relations Skills for Occupational Specialists**

Through grant funding by the Florida Department of Education, Division of Vocational Education, three sets of competency-based modules have been developed on Human Relations Skills for Occupational Specialists.

The need for self-instructional materials to provide competency-based training in human relations skills was identified through needs assessment research conducted by a doctoral candidate with occupational specialists in the state. Prior to the development of this modular series, no available materials in the area of human relations skills training addressed the particular needs of occupational specialists, although this type of personnel is frequently confronted with the need for human relations

skills in working with students, administrators, parents, and businesspeople in the private sector. Therefore, it is anticipated that the instructional materials in this series will serve a timely need.

The modules included in this set address: (1) Human Relations Skills in Individual Interactions, (2) Level I Human Relations Skills, and (3) Level II Human Relations Skills. Each module specifically ties its skills to a vocational orientation and to the job setting of the occupational specialist.

When occupational specialists develop their abilities in the above areas, their job performance should be enhanced, and they should be better equipped to meet the needs of those whom they serve.

T A B L E O F C O N T E N T S

Prospectus	1
Module Flowchart	3
Preassessment	4
Module Work Plan	6
Enabling Element 1	7
Enabling Element 2	11
Enabling Element 3	14
Enabling Element 4	17
Enabling Element 5	20
Enabling Element 6	24
Enabling Element 7	28
Enabling Element 8	31
Enabling Element 9	34
Enabling Element 10	36
Postassessment	39
Bibliography	45

P R O S P E C T U S

The knowledge and use of basic human relations skills is crucial in any area in which people are being helped to make decisions and to deal with personal concerns. Indeed, human relations skills are important wherever and whenever people relate to each other.

It is very important, therefore, that occupational specialists have a working knowledge of fundamental human relations skills, in addition to a knowledge of jobs and job opportunities. It is no longer true (if it ever was) that occupational counseling is a matter of matching people and jobs. An individual's feelings, fears, hopes, and thoughts are all part of his or her job-seeking behavior. Only when these areas are dealt with as part of the occupational decision-making process can people be served fully. The purpose of this instructional module is to help the occupational specialist to understand better how to use basic human relations skills with students and others with whom he or she may interact.

Objectives of the Module

After having read resource materials, participated in simulated counseling sessions, and completed structured exercises, the occupational specialist will be able to achieve the following objectives:

1. List, describe, and identify the three aspects of a communication.
2. Define attending behavior and give four examples of it.
3. Define and illustrate the two types of reflective behavior and list two major purposes of reflection of feelings.
4. Identify interpretation and describe why

making an interpretation might make a person feel better.

5. List and describe the five steps in the negotiation process and identify important factors in that process.
6. List and describe five criteria of confrontation and identify aspects of confrontational messages.
7. Describe three guidelines for deciding when self-disclosure is appropriate and explain how self-disclosure can be used as a power tactic.
8. Identify criteria for the appropriate expression of feelings.
9. Describe why it is important to take ownership of your own thoughts and feelings and indicate the cause of emotional upset and disturbed thoughts.
10. Describe the kinds of information that should be placed in students' files, explain why the goals and procedures of exercises in human relations should be explained to all participants, and identify standards of ethical practice.

Working through the Module

A flowchart is presented on page 3 to help you progress through this module.

After you have read the Prospectus and decided to continue, you will begin by filling out the Preassessment. This test will help you select the enabling elements you need to complete. You may wish to discuss the results of your Preassessment and your choice of enabling elements with your instructor or counselor before you proceed further.

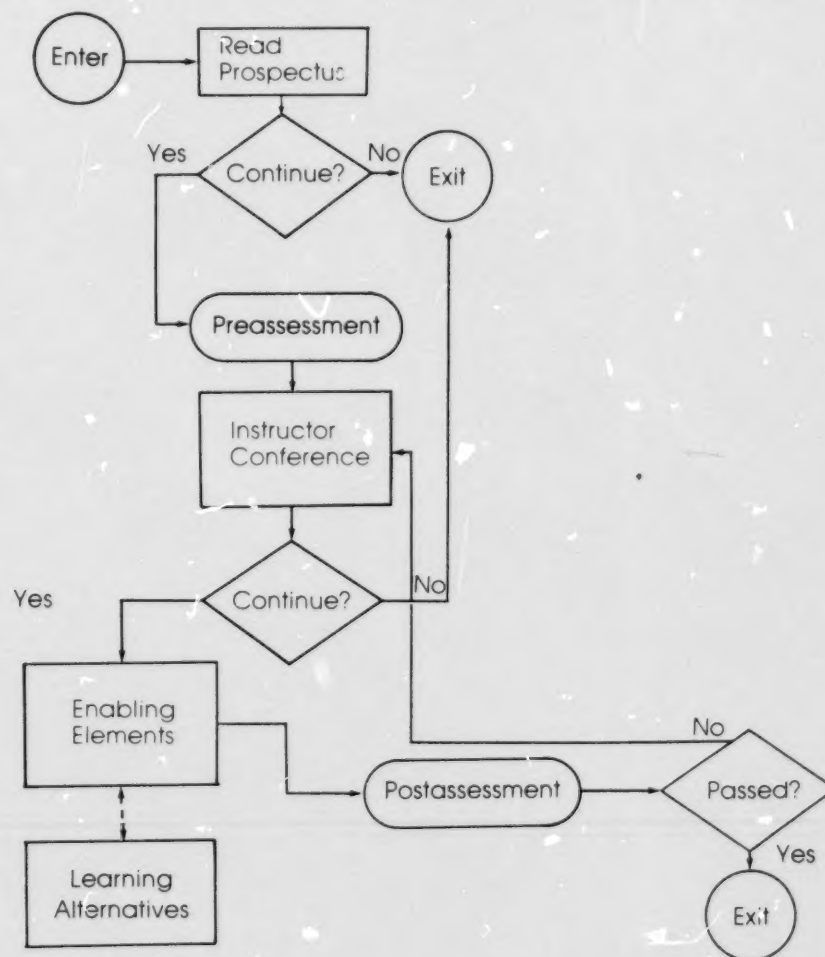
A module work plan is included to assist you in planning your activities in the module

and to provide you with a format for remembering your ideas as you work through your selected objectives.

A Postassessment appears after the last

enabling element. You should complete this form after you have accomplished all the elements that you have selected.

M O D U L E F L O W C H A R T



P R E A S S E S S M E N T

Please evaluate your knowledge of human relations skills by circling the letter before the appropriate response for each item below. On the basis of the instructions following the answers you choose, decide on a work plan to meet your needs in completing the objectives of the module. You may wish to consult with a supervisor or instructor in constructing your work plan.

1. Can you describe the three channels of communication and give an example of each?
A. Yes
B. No (complete Enabling Element 1)
C. Not sure (complete Self-Test 1)
2. Can you describe the value and use of attending behavior?
A. Yes
B. No (complete Enabling Element 2)
C. Not sure (complete Self-Test 2)
3. Can you describe the use of reflective behavior in building relationships?
A. Yes
B. No (complete Enabling Element 3)
C. Not sure (complete Self-Test 3)
4. Can you describe the use of interpretive behavior?
A. Yes
B. No (complete Enabling Element 4)
C. Not sure (complete Self-Test 4)
5. Can you describe the principles of negotiation and explain how they can be used to reduce conflict?
A. Yes
B. No (complete Enabling Element 5)
C. Not sure (complete Self-Test 5)
6. Can you describe the uses and dangers of confrontation and list several criteria regarding when it is appropriate to use confrontation?
A. Yes
B. No (complete Enabling Element 6)
C. Not sure (complete Self-Test 6)
7. Can you describe the uses and dangers of self-disclosure and give some guidelines for its appropriate use?
A. Yes
B. No (complete Enabling Element 7)
C. Not sure (complete Self-Test 7)

8. Can you describe the difference between thoughts and feelings and explain the appropriate use of each?
 - A. Yes
 - B. No (complete Enabling Element 8)
 - C. Not sure (complete Self-Test 8)
9. Can you describe how thoughts and feelings are created and discuss a common cultural misconception regarding this?
 - A. Yes
 - B. No (complete Enabling Element 9)
 - C. Not sure (complete Self-Test 9)
10. Can you describe the ethical guidelines that should be followed in using human relations skills?
 - A. Yes
 - B. No (complete Enabling Element 10)
 - C. Not sure (complete Self-Test 10)

M O D U L E W O R K P L A N

(to be filled out with instructor's assistance)

Enabling Elements	To Be Completed	Completed	Notes and Comments
1. List, describe, and identify the three aspects of a communication.			
2. Define attending behavior and give four examples of it.			
3. Define and illustrate the two types of reflective behavior and list two major purposes of reflection of feelings.			
4. Identify interpretation and describe why making an interpretation might make a person feel better.			
5. List and describe the five steps in the negotiation process and identify important factors in that process.			
6. List and describe five criteria of confrontation; and identify aspects of confrontational messages.			
7. Describe three guidelines for deciding when self-disclosure is appropriate and explain how self-disclosure can be used as a power tactic.			
8. Identify criteria for the appropriate expression of feelings.			
9. Describe why it is important to take ownership of your own thoughts and feelings and indicate the cause of emotional upset and disturbed thoughts.			
10. Describe the kinds of information that should be placed in students' files, explain why the goals and procedures of exercises in human relations should be explained to all participants, and identify standards of ethical practice.			

E N A B L I N G

E L E M E N T

1

After having completed the assigned instructional activities, you will be able to list, describe, and identify the three aspects of a communication.

Instructional Activities

Complete activity 1. Then take Self-Test 1. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "The Three Faces of Communication."
2. Read: Loeffler, D. "Counseling and the Psychology of Communication." Personnel and Guidance Journal 48 (April 1970): 629.
3. Read: Mehrabian, A. "Communication without Words." Psychology Today 2 (April 1968): 53.
4. Read: Watzlawick, P.; Beavin, L.; and Jackson, D. Pragmatics of Human Communication. New York: Norton, 1967.
5. Practice paying attention to nonverbal cues exhibited by other people. Make notes on what you observe. Note especially whether the nonverbal cues are consistent with, or contradictory to, the verbal behavior.

The Three Faces of Communication

All human relations ultimately rely on the use of good communication skills. Whether we are aware of it or not, every time we interact with another person, we use three channels of communication. These three communication channels are:

1. the actual words that are used
2. the speaker's tone of voice
3. the speaker's facial and body language cues, including posture and position of the arms, legs, head, and body

Of course we all are aware that our words are an important part of the message we hope to communicate. We spend many hours practicing just the right thing to say. Often, however, we are not aware that our tone of voice and our body language also have a great impact on how our message will be received by the other person. Just how important the tone of voice and body language can be was illustrated by a study conducted a few years ago. This study found that only about 7 percent of the information in a communication message is carried by words. The tone of voice carries about 38 percent, while the facial and body language cues carry about 55 percent of the message!

A few examples may serve to illustrate the importance of the tone of voice and body language messages in a communication. The use of sarcasm relies on the contradiction between the words used and the tone of voice in which they are spoken. Try to imagine how difficult it would be to convey sarcasm by means of the printed word only. In other instances, facial or body language messages may be used to "take away" some of the force or emphasis of a verbal message. For example, placing your hands on your hips as you deliver a statement of praise such as "You did a fine job on that, Sally" would tell the listener that your real message is displeasure. Likewise,

when a speaker does not look at the listener, it may indicate uneasiness or a lack of interest.

Often, the listener may be unaware of the specific body language signals given by the speaker, but may be aware of a certain uneasiness or lack of trust in what the speaker is saying. The listener may feel that he or she is getting "mixed messages" because the facial or body language cues are at variance with the words being spoken. When this happens, it affects the message that is being conveyed about the relationship between the listener and the speaker. Every communication message conveys both content and relationship, and many authorities suggest that while words can be used to communicate almost anything, relationship is communicated primarily by tone of voice and body language messages. Standing close to another person, for example, can communicate a desire for a close relationship. Talking at a distance can indicate the lack of desire for a relationship. We are all familiar with the individual who uses the correct words to establish a relationship with us, but whom we do not quite trust. Generally, our lack of trust is based on nonverbal signs that we pick up as a part of his or her total communication message.

Different cultures, or subcultures, use different body language cues for demonstrating relationships. For example, North American middle class individuals normally speak to each other from a distance and do not make much use of their hands and arms in conversation. Latin Americans on the other hand, typically stand much closer to each other during a conversation and make much use of arm and hand movement in their

communication. A North American communicating with a Latin American may often feel uncomfortably close, and may attempt to step back. This movement may, however, be interpreted by the Latin American as indicating less of a desire for a relationship. International misunderstandings are based on items as small as this.

We can see, therefore, how important it is to pay attention to the nonverbal signs, tone of voice, and body language cues that we use when communicating with another person. A tone of voice that is harsh and abrasive may communicate a lack of interest in the other person, while a soft and warm tone of voice may convey interest and liking. A smile may also convey warmth and acceptance, while a "poker face" may convey distance and reserve. A body posture that is leaning toward the other person may convey interest in what he or she is saying, while a body posture that is leaning away from the other person, or that is stiff and rigid, may convey caution, lack of interest, or guardedness.

Not only should the occupational specialist pay attention to using all three channels of the total communication message, but he or she should also be aware of the **other** person's total communication message. If we pay attention to receiving all three channels of communication, we will begin to hear and see messages that might have gone unheeded if we had paid attention only to the words used. We must pay attention to the other person's tone of voice. If he or she sounds nervous or excited, what can we infer from that? We must pay attention to the other person's facial and body language messages. If we see trembling hands, a rigid body, or a relaxed manner,

what does that tell us about the other person's communication to us? We must pay attention to the speed and pitch of the other person's speech. If his or her voice is rapid and high pitched, what can we infer from that?

Only by consciously using all three

channels of communication can we fully communicate to another individual the exact message we wish him or her to understand; and only by consciously receiving all three channels of communication can we truly understand what real messages are being given to us.

Self-Test 1

1. List the three channels of human communication and indicate the approximate amount of information conveyed by each channel.

2. List three nonverbal cues to which you can pay attention in order to learn something about another person's communication.

3. Describe how similarities and contradictions across the three channels of communication can aid in conveying communication information. Give two examples.

E N A B L I N G E L E M E N T 2

After having completed the assigned instructional activities, you will be able to define attending behavior and give four examples of it.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 2. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Pay Attention!": The Value of Attending Behavior."
2. Read pages 35-50 in: May, A. *Microcounseling*. Springfield, Ill.: Charles C. Thomas, Publisher, 1972.
3. Read pages 93-107 in: Egan, Gerard. *Interpersonal Living*. Monterey, Calif.: Brooks/Cole Publishing Co., 1976.
4. Practice exhibiting attending behavior in your daily life. Make notes of the effect attending behavior has on other people and on your relationships with them.

"Pay Attention!": The Value of Attending Behavior

All people want other people to pay attention to them. Yet, it is interesting and impressive to notice how often **we** do not really pay attention to what other people are talking about. Often, we seem to be more concerned with what we are going to say next than with what someone is telling us right now. The result is that we may fail to communicate an interest in the other person.

It has been demonstrated by research that attention is a powerful reinforcer in human behavior. We are less likely to resist being influenced by someone we think is paying attention to us, and who therefore seems to have an interest in us. It has also been shown that attention plays an important role in the establishment of relationships between people. As Skinner (1971) has stated, "In general, only people who are attending to us reinforce our behavior."

It is not very helpful, however, to tell someone to listen or to pay attention without first defining what paying attention actually is. Attending behavior, which indicates that one is paying attention, consists of:

1. eye contact
2. relaxed, attentive posture
3. verbal following

Maintaining eye contact is extremely necessary in communication. One important way of showing other people that we are interested in what they are saying is by looking directly at them. Yet, we often look at the floor, at the ceiling, or over the shoulder of the individual with whom we are conversing. We are all familiar with the person who appears to be looking for his or her next conversation, rather than listening to what we are saying. Of course, this eye contact should not be a fixed staring. Rather, it should be a natural way of looking at the other person and occasionally looking away for the sake of comfort. Each individual has a different tolerance level for eye contact, and the sensitive listener will look away when the speaker becomes uncomfortable.

A relaxed, attentive, posture is also an important feature of attending behavior. A stiff and rigid posture indicates uneasiness, which is generally communicated to the other person. This perception of discomfort then tends to make the other person uneasy as well, thus making any communication more difficult. A relaxed manner, on the other hand, typically tends to make the other person relax as well, thus facilitating the interaction. It is also important to lean toward the other person, and to change positions frequently, to avoid the appearance of distance and rigidity.

A listener demonstrates verbal following behavior by responding to the last comment or some preceding comment by the other person without introducing a new topic. It is important to avoid jumping from topic to topic or asking questions in a random fashion. Again, when an individual follows up on something we have just said, we are more likely to think that that person has an interest in us and in what we are saying. Techniques such as asking for more information, asking for clarification, or commenting on what the other person has just said are examples of verbal following behavior.

Self-Test 2

1. List three methods of demonstrating attending behavior.

2. Describe the importance of attending behavior in human relations.

E N A B L I N G

E L E M E N T

3

After having completed the assigned instructional activities, you will be able to define and illustrate the two types of reflective behavior and list two major purposes of reflection of feelings.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 3. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for the remaining activity until you are able to complete the element successfully.

1. Read the following section on "You Are Telling Me That . . .": The Use of Reflective Behavior in Building Relationships."
2. Read pages 182-191 in: Brammer, L. M., and Shostrom, E. L. Therapeutic Psychology. 3rd. ed. Englewood Cliffs, N. J.: Prentice-Hall, 1977.
3. Practice the use of both types of reflective behavior with another person. Discuss your thoughts and feelings about this exercise with the other individual.

"You Are Telling Me That . . .": The Use of Reflective Behavior in Building Relationships

Reflection is a very useful tool for the occupational specialist. Brammer and Shostrom (1977) have defined reflection as the attempt to paraphrase in **fresh** words the essential attitudes and feelings expressed by another person. By doing this, one makes an attempt to help the other person clarify and more fully understand his or her ideas and feelings. Likewise, it provides a way for one

person to show that he or she is trying to understand the other person fully. Therefore, reflections emphasize the pronoun "you," as in "You feel . . ." and "You think . . ." After reflecting, it is important to listen to the other person's responses, in order to check the accuracy of the reflection.

It is significant to note that reflections do not always have to be perfectly accurate. While one should strive to achieve as much accuracy as possible when attempting to restate the other person's thoughts or feelings in fresh words, one always runs the risk of misinterpretation. However, the fact that someone took the trouble to attempt to understand and to ask for more information will, in itself, tend to indicate interest and caring to the other person. Therefore, a willingness to take a certain amount of risk in making reflections, with the understanding that occasionally they may be wrong, is necessary.

It is important in using reflection to make use of different words than those the other person used. A simple **restatement** of the exact words used by the other person will seldom accomplish anything and, in fact, may generate feelings of resentment. When the occupational specialist restates exactly what a student has just said, the student may respond, "What was the matter with the way I said it?" Unless fresh words are used, reflection can have a mechanical flavor and the interview will move in circles.

There are two kinds of reflection: reflection of content and reflection of feelings. Reflection of **content** is an attempt to restate, in a new and different fashion, the essential attitudes, values, beliefs, and

thoughts of another person. An example might be, "You think that you would really like to be an engineer, but you are beginning to see that perhaps your mathematical ability is not high enough." Reflection of **feelings** is the attempt to paraphrase the essential feelings behind the other person's previous statement. An example might be, "You really feel scared about talking with your father about your poor grades." Often, it is desirable to combine reflection of content and reflection of feelings for maximum impact.

Reflection is a good **initial** technique for the occupational specialist to use in building a relationship with a student, parent, or teacher and in getting to know him or her. However, if it is used exclusively, or even largely, the interview is likely to go around in circles and get nowhere. Reflection is only **one** technique in the counselor's repertoire and should be supplemented with other techniques.

One caution is in order. There is nothing magical about the expression of feelings.

Often, however, we assume that if feelings are expressed and clarified, then counseling progress will inevitably take place. Thus, the occupational specialist may ask, "How does that make you feel?" or say, "It sounds as if that incident really made you feel unhappy," without really knowing what to do with the information gained. The expression of feeling is one **means** toward the end of an individual's greater understanding of himself or herself. It is **not** an end in itself.

Reflection of feeling, then, has two major purposes. First, it can help to build a good relationship with another person, since it lets the other person know that someone else is trying to listen to and understand him or her. Second, it can help the individual to understand more about his or her own thoughts and/or feelings and to clarify these thoughts and feelings, and so to develop a better understanding of himself or herself. It is not, however, a magical technique, and it is easy to "get stuck" in reflection, with the result that the interview does not progress.

Self-Test 3

1. Define reflective behavior.

2. Describe the two types of reflective behavior and give an example of each.

3. Describe the purposes of reflection in human relations.

4. Indicate the limitations of reflection in human relations.

E N A B L I N G

E L E M E N T

4

After having completed the assigned instructional activities, you will be able to identify interpretation and describe why making an interpretation might make a person feel better.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 4. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for the remaining activity until you are able to complete the element successfully.

1. Read the following section on "What I Said Is Not What I Meant": The Use of Interpretive Behavior."
2. Read pages 254-271 in: Brammer, L. M. and Shostrom, E. L. Therapeutic Psychology. 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1977.
3. Try to discover the meaning behind a communication given by another person with whom you have a close relationship. Write down several possible meanings. Then check out the accuracy of these meanings with the other person.

"What I Said Is Not What I Meant": The Use of Interpretive Behavior

Interpretation is one of the more difficult skills that the occupational specialist may be called upon to use. Although interpretation has been defined in a variety of ways, it can be viewed essentially as an attempt to give another individual a hypothesis about the **relationships** or **meanings** underlying his or

her attitudes, beliefs, thoughts, and feelings. Interpreting thus means presenting an individual with some framework to help him or her make sense of these things.

This is especially important because individuals who come for help with personal problems are generally unable to make sense out of their own conflicting ideas, feelings, or behaviors. The inability to understand their conflicts accounts for much of the anxiety that is felt. Indeed, when an individual is able to give meaning to the conflicting events in his or her life, he or she may begin to feel better immediately.

There is seldom, if ever, one "true" meaning behind an individual's feelings, thoughts, or behaviors. Typically, a number of different **kinds** of interpretations or meanings might be given to any event. The kinds of interpretations that are made will depend on:

1. the orientation, or "mind set," of the occupational specialist
2. the particular thought patterns of the client (i.e., what kind of interpretation the client is willing to accept)

There has been some research that indicates that it is not the particular interpretations given that may help an individual, but whether that person finds that particular interpretation congenial and helpful, within his or her cognitive framework. In other words, if the interpretation "makes sense" to the individual, it is more likely to be accepted and to prove more helpful.

There are several guidelines to be followed in the use of interpretation.

What to interpret

The content of the interpretation will vary, depending on how early in the relationship it is made. Interpretations made early in the relationship tend to be very general and nonspecific. Later on, in the context of a more solid relationship, more specific and probing interpretations can be made.

When to give an interpretation

Correct timing of interpretations is most important. In general, interpretations should not be made until the client is ready to accept them. As a general rule, an interpretation should be made only when it appears that the client is at the point where he or she can almost figure it out alone. In general, interpretations of feeling are more common early in the relationship, while interpretations of content come later in the relationship. It is also important not to burden the other person with too many interpretations at one time, as resentment may follow. Do not give the client more than he or she can handle.

How to present an interpretation

Interpretations should always be made in a very tentative fashion, in order to avoid raising the other person's level of resistance. In presenting an interpretation, the other person's ideas should be taken into account for and his or her general talking style and concept level should be used. Talking over the individual's head when making an interpretation is likely to prove useless. Suggested phrasings for interpretations might be:

"Would you buy this idea . . ."

"Is this a fair statement . . ."

"What would you think of . . ."

Interpretations should **not** be made in the following manner:

"I think you should . . ."

"If I were you I would . . ."

"I am going to tell you what to do . . ."

"I want you to do this . . ."

Interpretation, like any other powerful human relations skill, can be misused. If an interpretation is made at the wrong time or in the wrong way, the relationship may be damaged and the other person may be more resistant to future communications. In particular, interpretation can be misused as a power tactic or as a manipulative device in order to demonstrate that the helper knows more about the other person's thoughts, feelings, or behaviors than he or she does. In this way, interpretation can be misused as a method of gaining power over another individual, since the other person is placed "one down," while the helper is placed "one up."

Self-Test 4

1. Define interpretation as a human relations skill.
2. Describe the function of interpretation in human relations practice.
3. List several guidelines to be followed when making interpretations.
4. List some dangers in the use of interpretation.

E N A B L I N G

E L E M E N T 5

After having completed the assigned instructional activities, you will be able to list and describe the five steps in the negotiation process and identify important factors in that process.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 5. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "How Do We Solve This Problem?": *The Skill of Negotiation*.
2. Read chapter 6 in: Becvar, R. J. *Skills for Effective Communication*. New York: John Wiley and Sons, 1974.
3. Read chapter 4 in: Johnson, D. W. *Reaching Out: Interpersonal Effectiveness and Self-Actualization*. Englewood Cliffs, N.J.: Prentice-Hall, 1972.
4. With another person, work through the exercise on pp. 76-79 in the above reference.
5. Working with another person, complete the Negotiation Worksheet included in this element.

"How Do We Solve This Problem?": The Skill of Negotiation

In order to deal effectively with another person, it is not enough simply to be able to understand and clarify how he or she thinks and/or feels. Because people differ in their

needs and goals, they often come into conflict, with one person wanting or needing something that conflicts with another person's wants or needs. To establish good relationships between people, therefore, it is necessary to negotiate these conflicting wants and needs so that both parties can achieve some of their needs some of the time, thus allowing both to maintain their sense of self-respect and integrity. This negotiation should take place in an atmosphere of caring and friendship, for only in this way will each individual feel free to reveal himself or herself fully. Of course, if these negotiations are to succeed, both parties must value their relationship and desire to improve it.

There are five steps in the negotiation process.

1. It is important to ask about and bring out the other person's needs and wants. We must understand fully what another person wants before we can decide whether we are willing to grant that request.
2. Next, it is important to present our own needs and wants as fully and completely as we can. Again, only if the other person understands fully what we need or want can he or she decide whether to grant our request.
3. Often people think they know what another person is asking for when, in fact, they have misunderstood the request. Therefore, it is important for each party in the negotiation to paraphrase what he or she hears the

other individual say. Often we will find by this process that we have only partially understood what the other person really needs and wants. This is the step in which clarification of the other person's position should take place. By paraphrasing the other's statements, we not only give him or her a chance to correct our perceptions, but we also show respect for his or her position.

4. Inevitably there are requests to which we cannot or will not agree. It is important that we communicate this to the other person, so that he or she knows the limits beyond which we will not go. This step is especially difficult for those people who have not learned the art of saying "no." However, it can facilitate the building of a relationship, since it provides the other person with more information about our

own position. It is important that these limits be stated in a kind and gentle, yet firm, fashion.

5. Having stated what we cannot or will not do, it is then important that we state what we can or will do. Each individual should search for an area or areas where he or she can accede to the other person's request. It is extremely important that this be done, since failure to do it puts the entire burden of change on the other person. It is difficult to maintain one's self-respect if one feels forced to make all the changes. In fact, such a demand makes one more likely to resist. Failure to follow through on this step is perhaps the single most common reason for the breakdown of negotiations.

Negotiation Worksheet

Working with another person, practice negotiating a real or invented conflict. Make notes on the process of the negotiation. Then answer the following questions:

1. What was the result of the negotiation?

2. How do you feel about the process?

Self-Test 5

1. List and describe the five steps in the negotiation process.
2. What is the biggest single reason for breakdowns in negotiation?
3. What are some interpersonal conditions that should be present before negotiation is likely to succeed?
4. In negotiation, is it legitimate to say "no" to another person's request? If it is, under what conditions should this be done?

After having completed the assigned instructional activities, you will be able to list and describe five criteria of confrontation and identify aspects of confrontational messages.

Instructional Activities

Complete activity 1. Then take Self-Test 6. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "'Let Me Tell You How I See You': The Uses and Misuses of Confrontation."
2. Read chapter 9 in: Johnson, D. W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, 1972.
3. Working with another person, practice the confrontation exercises on pages 165-168 of the above reference.
4. Read chapter 17 in: Gazda, George M.; Asbury, Frank R.; Balzer, Fred J.; Childers, William C.; and Walters, Richard P. Human Relations Development. 2nd ed. Boston: Allyn and Bacon, 1977. Practice the exercises contained in the chapter.
5. Read chapter 10 in: Egan, Gerard. Interpersonal Living. Monterey, Calif.: Brooks/Cole Publishing Co., 1976.
6. Practice the skill of confrontation with someone with whom you have a close relationship. Make notes about your thoughts and feelings concerning the process and results.

"Let Me Tell You How I See You": The Uses and Abuses of Confrontation

Confrontation is an important human relations skill, yet it is often misunderstood and mishandled. The word itself inspires anxiety in some people and fear in others. To many people, it has overtones of "telling a person off." Likewise, it has a flavor of focusing only on negative or bad behavior, or of unjustly labeling an individual. Confrontation skillfully handled, however, can have a tremendously facilitative effect on a relationship, and can deepen and extend it.

Confrontation has been defined by Johnson (1972) as "a deliberate attempt to help another person examine the consequences of some aspect of his or her behavior." It is therefore an invitation to self-examination, and the occupational specialist can use it to encourage a student, parent, or colleague to take a deeper and more thoughtful look at himself or herself.

There are basically two types of confrontation: informational and interpretive. Informational confrontation occurs when the occupational specialist communicates to a student some information concerning both the perception of the student's behavior and the occupational specialist's reaction to this behavior. It is important to note that the behavior is not labeled; it is described. The intent, therefore, is not to "name call," but to provide a description of what the student **appears** to be doing. Likewise, there is no presumption that all people would respond to this behavior in the same manner as does the person doing the confronting. There is

simply an attempt to convey as honestly as possible what the occupational specialist sees another person doing, and that occupational specialist's reaction to what he or she perceives.

Interpretive confrontation is more difficult. Here, the occupational specialist is presenting the student with a hypothesis, or educated guess, about the meaning and/or consistency of the student's behavior. The occupational specialist is bringing to the student's attention ideas or feelings that are implicit in what has been said, but of which the student may be relatively unaware. Again, it is important to present this confrontation as ideas and reactions only, not as representative of some higher "truth."

There are five criteria of confrontation, although not all must be present in any given message.

1. A confrontation penetrates to the significant and underlying aspects of a discussion. The process therefore confronts people with aspects of their behavior that are usually avoided.
2. Confrontation summarizes or integrates much of what has occurred in previous communication. Because of this, it may highlight certain themes or concepts that tie together a number of different responses.
3. Confrontation is data based—that is, it is based on concrete observations that are expressed to the other person. Confrontation avoids labeling the individual, but rather describes behavior. For example, one might say, "I observed you not listening to Mary earlier in the discussion," rather than, "You are the type of person who never listens!" Only when the confrontation is data based

can the person confronted understand exactly what he or she is doing that affects another person.

4. Confrontation often, although not always, deals with implicit meanings of a communication. It therefore tends to deal with material usually avoided by the individual.
5. Confrontation is tentative in nature and invites a response by the other person. In this respect, it differs from aggressive behavior, which tends to close off further discussion of a topic. For example, a confrontative response would be, "Here is the way I see you, and I would like your response to that," rather than, "Here is the way I see you!"

There is a common assumption that confrontation deals with only negative aspects of an individual's behavior. While it is certainly true that negative behavior may be addressed, it is also possible, and often desirable, to "confront" an individual with positive aspects of his or her behavior that may have been neglected or denied. This is especially important for those people who see themselves in a largely negative light, denying or distorting their positive attributes.

A decision about whether to confront another person should be based on three criteria.

1. Confrontation should be attempted only when one has a reasonably positive relationship with the other person and when the future quality of the relationship is important. It is useless, and may be harmful, to confront someone with whom one has no relationship or a poor relationship, and where neither party values the future of the relationship.

2. It is important to take into account the ability of the other person to act upon the confrontation. If his or her anxiety level is too high, or the motivation or ability to change is too low, the confrontation will not be used as a vehicle for self-examination and may be resisted.
3. It is best to confront an individual regarding only current behavior, not past behavior. No one can do anything about past behavior, and the other person may resent this type of con-

frontation. Confrontation regarding past behavior not based in current reality is known as "garbage dumping."

If handled correctly, confrontation can be an important tool for maintaining and extending an interpersonal relationship. However, since a secure foundation of trust, warmth, support, and acceptance must be built first, it is not a skill to be employed right away. Used too early, confrontation can be perceived as an attack, and it can destroy the relationship altogether.

Self-Test 6

1. Describe the two types of confrontation and give an example of each.
2. Define confrontation and describe some misconceptions about its nature.
3. List the five criteria for confrontation.
4. "To confront or not to confront?" List several guidelines you would use in making this decision.

E N A B L I N G E L E M E N T 7

After having completed the assigned instructional activities, you will be able to describe three guidelines for deciding when self-disclosure is appropriate and explain how self-disclosure can be used as a power tactic.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 7. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "Let Me Tell You Something about Myself": The Uses and Abuses of Self-Disclosure."
2. Read chapter 3 in: Egan, Gerard. Interpersonal Living. Monterey, Calif: Brooks/Cole Publishing Co., 1976.
3. Read chapter 2 in: Johnson, D. W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, 1972. Practice several exercises in the chapter.
4. Tell another person, with whom you have a good relationship, one thing about yourself that you would not normally discuss. With the other person, talk over your mutual feeling about this exercise.

"Let Me Tell You Something About Myself": The Uses and Abuses of Self-Disclosure

Self-disclosure is a human relations skill that many people find difficult to learn, and

even a little frightening. Especially in a helping relationship, the helper often is not sure how much to self-disclose to the other person. After all, the other person has come to obtain help for his or her own problem, not to hear about someone else's! **Appropriate** self-disclosure on the part of the helper, however, can have a facilitative effect.

At the outset, it should be said that the question is not **whether** to self-disclose, but to whom, how much, and under what conditions to self-disclose. At one extreme, there are people who self-disclose almost immediately with too much information. At the other extreme are those who are unwilling or unable to self-disclose even when it may be helpful.

Self-disclosure may be defined as the revelation, to another person, of significant personal information about our thoughts, attitudes, feelings, and beliefs. Invariably, there are risks involved in self-disclosure. There is the risk that the other person may discount what is revealed. There is the risk that the other person may treat the disclosure lightly or laugh at it. There is even the risk that the other person may ignore what has been disclosed. Some individuals fear that, if they reveal weaknesses in themselves, the other person will therefore like them less.

For those willing to take the risk, however, there are significant gains to be made by self-disclosure. Appropriate self-disclosure tends to make one more likeable, and it encourages self-disclosure in the other person in a relationship. Of course, the amount of self-disclosure on both sides of the relationship is related to the ultimate quality and depth of that relationship.

There are two aspects to self-disclosure: intimacy or depth, and amount or breadth. The exact proportion of each of these aspects of self-disclosure will vary with each situation. It is possible to self-disclose in depth, but over a very limited area. Likewise, one can cover a wide range of topics in one's self-disclosure, but handle it all in a shallow way.

It is important to follow some guidelines for deciding when self-disclosure is appropriate.

1. Understand **why** you are self-disclosing. Self-disclosure must be related to a goal, rather than being a goal in its own right. If you cannot think how self-disclosure would help the relationship, it may not be appropriate.
2. Self-disclosure should be proportional to the goal, and it should be gradual. It is not appropriate to self-disclose in great breadth or depth before a relationship is established. Such self-disclosure sets up powerful expectations for similar behavior in the other person, and if the other person is not ready for such massive self-disclosure, he or she may leave the relationship in self-defense. Therefore, self-disclosure should be sufficient to set up some limited expectations for reciprocity, without scaring the other person.
3. If self-disclosure is to be appropriate, you should have some basic respect for, and a desire to relate to, the other person. In other words, self-disclosure should take place in the context of an ongoing or a potential relationship. Self-disclosure should not be a random act, such as

revealing intimacies to the person sitting next to you on a plane.

4. Self-disclosure should arise from what is happening in the relationship between you and another person; that is, it arises out of the context of the relationship.
5. To be maximally effective, self-disclosure should deal with events that are happening in the present. This does not mean that you cannot self-disclose events from your past. It does mean, however, that these events should be related to something that is happening in the present.
6. For some people, self-disclosure means confessing to personal weakness. However, self-disclosure ideally should be a confession of strength as well as weaknesses. Although most of us have been trained from childhood not to talk about our strengths, we must be self-aware—of both strengths and weaknesses—before we can self-disclose.

Like any powerful human relations skill, self-disclosure can be abused. Since it sets up powerful expectations for similar behavior in the other person, it can be used as a power tactic to force other people to reveal more than they feel comfortable revealing. It can be used as a method of proving to others how "open and honest" we are, thus implicitly showing how closed and dishonest they are. It can also be used as a method of distracting the other person from a consideration of his or her concerns. Used appropriately, however, self-disclosure can significantly add breadth and depth to a relationship.

Self-Test 7

1. Describe the gains to be made in interpersonal relations by the appropriate use of self-disclosure.
2. Describe some of the risks involved in self-disclosure. Why do people fear self-disclosure?
3. List several guidelines to use in deciding when self-disclosure is appropriate.
4. Describe some inappropriate uses of self-disclosure.

E N A B L I N G

E L E M E N T

8

After having completed the assigned instructional activities, you will be able to identify criteria for the appropriate expression of feelings.

Instructional Activities

Complete activity 1 and one additional activity of your choice. Then take Self-Test 8. If you cannot answer the questions on the test correctly, repeat the activities and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "I Think, Therefore I Feel": The Expression of Thoughts and Feelings."
2. Read chapter 9 in: Hackney, Harold, and Nye, Sherilyn. Counseling Strategies and Objectives. Englewood Cliffs, N.J.: Prentice-Hall, 1973.
3. Read chapter 5 in: Egan, Gerard. Interpersonal Living. Monterey, Calif.: Brooks/Cole Publishing Co., 1976.
4. Read chapters 5 and 6 in: Johnson, D. W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. Englewood Cliffs, N.J.: Prentice-Hall, 1972. Practice some of the exercises in these chapters.
5. Practice listening to others and distinguishing between thoughts and feelings. Do the same with your own conversation.
6. Practice expressing your feelings more frequently, using the "Vocabulary of Affective Adjectives" (Appendix E) in: Gazda, George M.; Asbury, Frank R.; Balzer, Fred J.; Childers, William C.; and

Walters, Richard P. Human Relations Development. 2nd ed. Boston: Allyn and Bacon, 1977. Express your thoughts and feelings about this exercise.

"I Think, Therefore I Feel": The Expression of Thoughts and Feelings

Most of us are comfortable about expressing our thoughts and ideas on many topics. Often, however, we are not nearly as comfortable expressing our **feelings** about topics or events. We may have been taught that the expression of feelings is inappropriate or in bad taste. As a child, we may have been taught that crying when we were hurt or sad was wrong, or that talking about our feelings or our reactions to events was a sign of being self-centered. The result is that not only may we feel uncomfortable about expressing feelings, but we may also have few words in our vocabulary with which to **describe** feelings. We may, for example, describe ourselves as feeling "good" or "bad," without possessing words with which to make finer distinctions. The development of a clearer and more expressive vocabulary with which to clarify feelings and emotions can help both the individual having those feelings and the person to whom he or she may be trying to describe those feelings get a clearer picture of the feelings themselves.

It is important to use guidelines when deciding whether and under what conditions to express one's thoughts and/or feelings. The following criteria may be of assistance in this regard:

1. A distinction must be made between thoughts and feelings. Often, we will start

a sentence by saying "I feel . . ." when we really are about to describe a thought. For example, we might say, "I feel it will rain today." Although we have said "feel," we have really described a thought, not a feeling. In general, if an individual begins a sentence with "I feel **that** . . ." or "I feel **like** . . ." it is probable that he or she is really describing a thought, not a feeling.

2. It is necessary to understand that feelings and emotions are part of being human. The expression of feelings is good and legitimate, provided it is done in a constructive fashion.
3. A constructive expression of feelings involves making an honest effort to state what one feels and inviting others to respond with their feelings. Feelings should be expressed with regard for the feelings of the other person, and not used as a weapon (as in "dumping" anger) or as a method of manipulation ("If I cry, they will feel guilty and leave me alone.").

4. Feelings and emotions must be dealt with as they arise. Many people are guilty of holding back their strong feelings, and then dumping them on others later, when they can no longer hold back the feelings. If one talks about his or her feelings and emotions as they arise, he or she will find that the emotional intensity is less and there will be less need to "dump" later on.
5. Research has shown that our thoughts have a powerful effect on our feelings. If we think negative thoughts about ourselves, about others, or about events, we are much more likely to have negative feelings as a result. Likewise, if we think positive thoughts, we are much more likely to have positive feelings. It is therefore helpful to work at thinking positively as often as possible, in order to feel good about ourselves and others. Extremely negative thoughts over a period of time often lead to depression.

Self-Test 8

1. Describe the differences between thoughts and feelings.
2. Describe one method of controlling and determining feelings.
3. Describe the difference between the constructive and destructive expression of feelings.
4. List five words that clearly express feelings.

E N A B L I N G

E L E M E N T

9

After having completed the assigned instructional activities, you will be able to describe why it is important to take ownership of your own thoughts and feelings and indicate the cause of emotional upset and disturbed thoughts.

Instructional Activities

Complete activity 1. Then take Self-Test 9. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "You Make Me Feel . . .": *The Ownership of Thoughts and Feelings*.
2. Read: Ellis, Albert, and Harper, Robert. *A New Guide to Rational Living*. Hollywood, Calif.: Wilshire Book Co., 1975.
3. Read: Ellis, Albert. "Rational-Emotive Therapy." In *Current Psychotherapies*, edited by R. Corsini. Itasca, Ill.: F. E. Peacock Publishers, 1973.

"You Make Me Feel . . .": The Ownership of Thoughts and Feelings

Most people at one time or another use sentences such as "My mother makes me so mad!" or "When my boyfriend rejected me, it made me feel really depressed." The use of such phrases implies that someone else is responsible for our thoughts and feelings.

However, although another individual may do something to us that we do not like, we do not **have** to feel upset as a result. We ourselves are responsible for our own

thoughts and feelings. We can choose to feel upset if we wish, but we can also choose to feel sad, or to have any one of a great number of other feelings. Likewise, we can choose to have negative thoughts about an individual, or we can choose to have positive thoughts.

Albert Ellis (1973) has argued that it is not events themselves that cause us to become upset; rather, it is our **interpretation** of these events that upsets us. If, for example, we interpret an event as reflecting badly on our competence, we are likely to become sad. However, if we interpret this same event as simply an unfortunate accident, which can be corrected next time, then we are much less likely to become sad or depressed.

Ellis has used a simple A-B-C model to describe emotional upset. He says that A is the "activating event" that happens to us, such as a bad grade in a course. He says that C is the emotional or cognitive result, such as feelings of sadness, self-blame, or angry thoughts about the teacher. Most people assume that A causes C. Ellis argues, however, that it is our belief about, or interpretation of, A that really causes us to be upset. This belief he labels B. In his system, it is B, not A, that causes C.

Many people would like to put the responsibility for their thoughts and feelings on someone else, in order to relieve themselves of that responsibility. However, if we assume that we are responsible for how we think and how we feel, then ultimately we can be more hopeful about positive change in ourselves.

After having completed the assigned instructional activities, you will be able to describe the kinds of information that should be placed in students' files, explain why the goals and procedures of exercises in human relations should be explained to all participants, and identify standards of ethical practice.

Instructional Activities

Complete activity 1. Then take Self-Test 10. If you cannot answer the questions on the test correctly, repeat the activity and follow the instructions for additional activities until you are able to complete the element successfully.

1. Read the following section on "How to Do What with Whom, When": Ethical Guidelines for Human Relations Training."
2. Read the American Personnel and Guidance Association ethical standards.
3. Read the American School Counselor Association ethical standards.
4. List three ethical judgments that you have recently had to make as an occupational specialist. Describe how you resolved each issue.

"How to Do What with Whom, When": Ethical Guidelines for Human Relations Training

Correct use of all of the preceding ideas and techniques depends on following the ethical standards of the occupational specialist. If the techniques are used in an ethical manner, they can assist greatly in human development. Like all powerful

methods, however, they can also hurt people if used in a manner not in accord with ethical guidelines. This element is intended to provide some guidelines for using these human relations skills according to ethical standards put forth by counseling organizations, and to help the occupational specialist decide courses of action when faced with problems.

There are seven guidelines of which occupational specialists should be aware. The first is confidentiality. Confidentiality means that what is disclosed by another person in the context of the helping session is not repeated elsewhere. Without this assurance of confidentiality, individuals may not feel free to reveal information about their thoughts or feelings. In addition, an occupational specialist may be sued for revealing information gained in the context of an individual or group interview.

Ethical standards also are involved in the keeping of records. Whatever records are kept should state factual information only, not opinions and anecdotal information. Such statements as "This person is a real weirdo" or "This person is too sexually aware" have no place in records. A good rule to follow is to include only information that is reasonably related to the needs of the institution.

The third ethical guideline is a prohibition against attempting interventions beyond the level of one's competence. Since no counselor or occupational specialist can be expert in everything, it is important to know when to refer individuals to those who have more expertise in certain areas. This, of course, requires the occupational specialist

to assess realistically the strengths and limitations of his or her knowledge.

Self-disclosure is a frightening experience for many people. Standards pertaining to self-disclosure therefore require the occupational specialist to refrain from pressing individuals to self-disclose significantly beyond the level at which they feel comfortable. Some discomfort is often necessary for self-exploration and change to occur; however, this discomfort should not become too great. This guideline is important to remember, especially since there is sometimes an implicit assumption that the more self-disclosure there is, the better.

The purposes, goals, procedural rules, and limitations of any human relations exercises should be explained to all participants, since only then can individuals truly give their informed consent to the procedures. If such an explanation is not given, some participants may expect that merely being involved in a human relations program will somehow magically change their lives. They can then be disappointed and resentful if this does not occur. Adherence to this guideline of giving explanations also insures that individuals can withdraw or choose not to participate if they wish, thus avoiding future problems.

During the counseling process, the occupational specialist also needs to be aware

of other relationships that the individual has, such as family members and friends. It is necessary to be sensitive to the possible impact of human relations exercises on these relationships. Some techniques, if used uncritically or thoughtlessly with other people, can lead to relationship problems. A spouse, for example, may resent it if a partner who has recently learned the technique of confrontation, but has not yet learned how to handle it well, initiates a sudden confrontation regarding problems that have been built up over a long time. It is important that the occupational specialist spend some time discussing uses and misuses of each technique, and its appropriate application.

Finally, the occupational specialist must be alert to the occasional instance where an individual may appear to present a clear danger to himself or herself or to others. One such example is a threatened suicide. In these instances, the occupational specialist is expected to take direct personal action or to inform responsible authorities. It is important to note that the usual rule of confidentiality does not apply in these circumstances.

The application of the above ethical guidelines will help insure that the use of these human relations techniques will have the greatest potential for help and the least potential for harm.

Self-Test 10

1. List and describe seven ethical guidelines for using human relations skills.

2. In human relations, is confidentiality always to be maintained? If so, indicate why. If not, indicate under what conditions it is not.

3. Describe the guidelines you would follow in deciding what information to place in students' records.

4. Describe a situation where two ethical standards may lead to conflicting courses of action.

P O S T A S S E S S M E N T

1. a. Describe the three aspects of communication. (To verify your answer, see Element 1. Score 5 points for each aspect, for a total of 15 points.)
 - (1)
 - (2)
 - (3)
- b. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 1. Score 5 points for each correct response, for a total of 15 points.)

T	F	(1)	A communication carries content.
T	F	(2)	We can always understand the exact meaning of each body posture.
T	F	(3)	The words spoken by another person often may be inconsistent with the other channels of communication.
2. a. Define attending behavior. (To verify, see Element 2. Score 5 points.)

- b. Cite four examples of attending behavior. (To verify, see Element 2. Score 5 points for each example, for a total of 20 points.)

(1)

(2)

(3)

(4)

3. a. Define and illustrate the two types of reflective behavior. (To verify, see Element 3. Score 6 points for each type, for a total of 12 points.)

(1)

(2)

- b. List two major purposes of reflection of feelings. (To verify, see Element 3. Score 6 points for each purpose, for a total of 12 points.)

(1)

(2)

4. a. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 4. Score 5 points for each correct response, for a total of 15 points.)
- | | | | |
|---|---|-----|--|
| T | F | (1) | Interpretation involves discovering the reasons why someone does something, based on an analysis of his or her past. |
| T | F | (2) | Interpretations should be made in a very directive fashion, so that the other person will be less likely to deny them. |
| T | F | (3) | Interpretation deals with the relationships among thoughts, feelings, and behavior. |
- b. Describe the reasons why interpretation might make a person feel more relieved immediately. (To verify, see Element 4. Score 5 points.)

5. a. List and describe the five steps in the negotiation process. (To verify, see Element 5. Score 3 points for each step, for a total of 15 points.)
- (1)

(2)

(3)

(4)

(5)

- b. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 5. Score 3 points for each correct response, for a total of 9 points.)
- | | | | |
|---|---|-----|--|
| T | F | (1) | It is important to always accede to the other person's request during the negotiation process. |
| T | F | (2) | It is important both to tell the other person what you want and to listen to what he or she wants. |
| T | F | (3) | It is important to let the burden of change fall on either party, but not on both parties. |

6. a. Describe the five criteria of a confrontation. (To verify, see Element 6. Score 3 points for each criterion, for a total of 15 points.)

(1)

(2)

(3)

(4)

(5)

- b. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 6. Score 3 points for each correct response, for a total of 15 points.)

- | | | | |
|---|---|-----|---|
| T | F | (1) | Confrontation generally deals with negative information. |
| T | F | (2) | Confrontation should deal with concrete observations, not inferences. |
| T | F | (3) | The relationship you have with the other person is not important in making a confrontation; what counts is the information given. |
| T | F | (4) | Confrontation should be based on past behavior, not present or future behavior. |
| T | F | (5) | Confrontations do not represent absolute "truths." They express only an indication of how one person sees something. |

7. a. List and describe three guidelines for deciding when self-disclosure is appropriate. (To verify, see Element 7. Score 6 points for each guideline, for a total of 18 points.)
- (1)
- (2)
- (3)
- b. Describe how and why self-disclosure may be used as a power tactic. (To verify, see Element 7. Score 6 points.)
8. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 8. Score 4 points for each correct response, for a total of 16 points.)
- | | | | |
|---|---|-----|--|
| T | F | (1) | If we feel positively, we are more likely to think positively. |
| T | F | (2) | It is important to deal with and express feelings and emotions as they arise, not later. |
| T | F | (3) | After expressing your feelings, it is important to invite the other person to respond. |
| T | F | (4) | "I feel like . . ." is a valid expression of feelings. |
9. a. Describe why it is important to take ownership of your thoughts and feelings. (To verify, see Element 9. Score 10 points.)
- b. Indicate the cause of emotional upset and disturbed thoughts. (To verify, see Element 9. Score 10 points.)

10. a. Describe what kinds of information you would place in students' files. Why? (To verify, see Element 10. Score 8 points.)
- b. Why should you describe the goals and procedures of exercises in human relations to all participants? (To verify, see Element 10. Score 4 points.)
- c. Circle (T) for True or (F) for False in responding to each of the following statements. (To verify, see Element 10. Score 4 points for each correct response, for a total of 16 points.)
- | | | | |
|---|---|-----|--|
| T | F | (1) | Confidentiality should always be maintained. |
| T | F | (2) | You should attempt to handle all clients, in order to broaden your experience. |
| T | F | (3) | It is important to push people toward self-disclosure, since that is the only way they will ever change. |
| T | F | (4) | It is important to consider an individual's relationships when using human relations skills. |

Total value of points = 241

If your score is below 190, you should consult your supervisor or repeat those elements in which you did not do well.

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